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ABSTRACT

The structure of career education included in this curriculum guide for grades 5-8 is intended to provide a comprehensive, sequential, and integrated approach, based on the eight elements of the Comprehensive Career Education Model matrix (CCEM) adopted in Alabama. The eight elements are as follows: Self-awareness, career awareness, economic awareness, educational awareness, decisionmaking, beginning competency, employability skills, and attitudes and appreciations. Sample objectives, learning activities, and resources concerning each element are included for each grade level. Grades 5-8 cover the areas of English, math, science, and social studies; foreign language activities are also included for grade 7. There are 9 activities for grade 5, 8 activities for grade 6, 11 activities for grade 7, and 6 activities for grade 8. (TA)

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CAREER EDUCATION CURRICULUM MODEL

A GUIDE FOR TEACHERS

Grades 5 through 8

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This guide has been developed for classroom teachers, not as a complete, comprehensive career education package, but rather as a foundation or beginning point. Hopefully, the model will provide a stimulus for integrating career education activities and goals into classroom subject areas. The activities, ideas, and concepts presented in this publication are by no means an "end product" of career education activities developed in Alabama; it is a beginning, to be used as a "launching pad" to more and better classroom/career education objectives, activities, and resources.

This curriculum guide is intended to serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into the local education agencies. The State Department of Education has made the following statements of philosophy on Career Education:

"Career Education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

In order to reinforce and implement this philosophy, Alabama has adopted the following Comprehensive Career Education Model Matrix (C.C.E.M.):

ELEMENTS OF CAREER EDUCATION

K 6/7 9/10 12

Awareness - Exploration - Preparation

Self-Awareness		- Self-Identity
Educational Awareness		- Educational Identity
Career Awareness	Career Education, Home And Community Life	- Career Identity
Economic Awareness		- Economic Understanding
Decision Making		- Career Decisions
Beginning Competency		- Employment Skills
Employability Skills		- Employment Skills
Attitudes and Appreciations		- Self -- Social Fulfillment

(Hauck, September, 1971)

The structure of Career Education included in this curriculum model provides a comprehensive, sequential, and integrated approach, designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values and goals.

The structure provides for a conceptual change in the existing curriculum, rather than the addition of new courses. The structure meshes the academic subject matter ("knowing" cognitive domain), job employability and skill development ("doing" psycho-motor domain) and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages, or phases, beginning in the early grades with career awareness, progressing through exploration of career possibilities, and finally, moving into preparation for employment, job proficiency and career advancement.

This guide translates the eight elements of the CCEM into sample objectives, activities, and resources for grades 5-8. Classroom teachers in these grades are encouraged to use these as developmental resource materials for planning other creative, instructional, career education objectives and activities.

Detailed definitions of each of the elements are as follows:

Self-Awareness: The student entering school has some knowledge and attitudes about himself, what kind of a person he is, and what he hopes to become. This can be titled self-awareness. Through career education and his home and community experiences, the student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As he realizes who he is and what he is like, he will develop a reasonably consistent internalized value system.

Educational Awareness: The entering student has some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and present world, and the changing world in which he will assume a more complete, productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education and training and life roles; the knowledge of oneself as a participant in education and training--one's learning style, pace capabilities and capacities; and the ability to select and evaluate educational avenues for the development of personal career plans.

Career Awareness: The individual entering school possesses some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life, the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

Economic Awareness: The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the student's thorough exploration of the economic system, as it relates to career development, and to the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to read the economic environment and solve personal and social economic problems.

Decision Making: The entering student has some understanding of the decision making process, and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision making process. Through career education and supporting school and life experiences, he will develop increasing skills and experience in the rational processes of decision making with practice making decisions, and will come to accept the responsibility for the outcomes of his decisions. The career decisions will progress from the very tentative and flexible career decisions, to those which are increasingly irreversible, or reversible only at some cost of time, effort or monty. The student should reach a decision which represents a career direction-setting by grade ten, or early enough to provide for the development of entry-level skills in career planning prior to leaving school. Career decisions are defined as a career direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

Beginning Competency: Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competency in applying tool and process applications. Tool applications are defined very broadly to include "all of the ways which man extends his behavior" (Bruner, 1960). Man extends his ideas over time and space by the use of written communication, the telephone, paintings, photography, and by buying devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by imitating sequences of individual or group activities, or by creating new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications, in order to provide for employment skills. Additionally, this development will feed into other elements of career education such as career identity, self-identity, and economic understanding.

Employability Skills: The element, employability skills, is concerned with locating and obtaining career placement, both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awarenesses and skills, and skills related to worker adjustment.

Attitudes and Appreciations: The element, attitudes and appreciations, was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own career role, and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen, and thus provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work, with appreciations for his own role and the roles of others.

For easy reference to the units in the guide, two reference lists are provided. In the first reference list, units are referenced by subject area. In the second reference list, units are referenced by element. These reference lists should assist the teacher by providing an easy reference to all units.

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ELEMENT REFERENCE Appreciations and Attitudes

AREA Grade 5 - English

Objective	Selected Activities	Resources
Each student will select one occupation in the field of communication and be able to give two advantages and two disadvantages of the specific occupation. Teacher Notes and/or Suggestions:	1. Students will be given a list of occupations related to communications, including job descriptions. 2. Students will choose an occupation related to the field of communications. 3. Students will discuss a sample occupation. They will list the advantages and disadvantages of that particular occupation. 4. Each student will write a paragraph describing his/her chosen occupation including the advantages and disadvantages. 5. Students will dramatize two people doing the same job; one who enjoys his job and one who dislikes his work. 6. Students will role play skits written by other pupils showing people who have positive attitudes toward their jobs then they will discuss and compare them with people who need to change their attitudes. They will illustrate in the skit the reasons why people have negative attitudes toward their work. They will discuss how negative attitudes may be changed to positive ones. 7. Students will be visited by an employment counselor from the local employment agency to discuss changing careers and the fact that each person will need to be retrained several times during his/her lifetime in order to compete in employment. People change occupations because of the advantages and disadvantages associated with that occupation.	1. Employment counselor from local employment agency 2. Dictionary of Occupational Titles 3. Occupational Outlook Handbook

ELEMENT REFERENCE Decision-Making

AREA Grade 5 - Math

Objective	Selected Activities	Resources
Each student will apply decision-making processes to school-related problems by budgeting class funds. Teacher Notes and/or Suggestions:	1. Students will decide on something which the class as a group would like to purchase (a tape recorder). 2. Students will discuss and decide upon a class project to raise money. 3. Students will discuss basic budgeting procedures (terms such as expenditures, income, etc.). 4. Students will estimate the amount of money needed and the time required to buy the article. 5. After the project is completed, the students will discuss the importance of earning, saving, and spending wisely.	1. Daily newspapers 2. Materials, books and/or equipment catalogs

ELEMENT REFERENCE Career Awareness

AREA Grade 5 - Math

Objective	Selected Activities	Resources
The student will understand the relationships between careers chosen and life-styles. Teacher Notes and/ or Suggestions:	1. Students will research appropriate information concerning career clusters which are related to mathematics. 2. After selecting a career cluster related to mathematics, students will choose three jobs and identify the life-style that goes with each of the jobs. 3. Students will become aware that career choices often determine the life-style which one leads. 4. Each student will share orally with the class one interesting or unusual new career which could offer good opportunities in 1980's. He/she will pretend to be in this career field and will determine if income derived from this career is enough to pay for necessities (food, housing, clothes) and some luxuries. 5. Students will participate in setting up classroom learning centers with appropriate information concerning careers related to mathematics. 6. Students will hear resource people discuss the relationship of their careers to individual life styles.	1. Occupational Outlook Handbook 2. Resource people from careers related to math 3. USOE chart of career clusters 4. Unit, "For People Interested in Careers in Math" available through State Department of Education, Career Education office 5 Handbook of Job Facts (Book) Science Research Associates

ELEMENT REFERENCE Self Awareness

AREA Grade 5 - Science

Objective	Selected Activities	Resources
The student will become aware of the individual's rights and responsibilities as a worker by experiencing roles other than those of a student. Teacher Notes and/ or Suggestions:	1. Students will prepare a schedule taking care of an aquarium and a terrarium which has been set up by the class. 2. Students will evaluate each other's ability and methods of caring for the aquarium and terrarium at the end of each week. They will discuss individual's rights and responsibilities as workers and as employers. 3. Each student will write a paragraph showing how cooperation in the classroom is similar to activities as adult employees and employers.	1. Aquarium, fish, plants, and necessary materials for an aquarium 2. Adequate equipment and materials for a terrarium

ELEMENT REFERENCE Educational Awareness

AREA Grade 5 - Science

Objective	Selected Activities	Resources
Each student will understand the relationships between the role of the individual and his/her environment and the roles of selected adults by listing career characteristics within geographical locations and their relevance to job mobility. Teacher Notes and/or Suggestions:	1. Students will identify characteristics necessary for outstanding leaders in different careers or professions. 2. Students will list the career characteristics of five different careers within a specific geographic location and determine the relevance of each characteristic of job mobility. 3. Students will discuss NASA and relate to job mobility. 4. Class will be divided into groups and will discuss advantages and disadvantages of employment in different geographical locations. 5. A personnel officer from the local employment office will speak and interact with the class on job opportunities peculiar to the local area.	1. Free literature obtained from any NASA center 2. Occupational Outlook Handbook 3. Library books pertaining to Specific careers 4. Personnel from local employment office

ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Grade 5 - Science

Objective	Selected Activities	Resources
The students will understand the use of tools in selected career clusters by researching science jobs using the D.O.T. and other sources. Teacher Notes and/or Suggestions:	1. Students examine the D.O.T. and become famaliar with occupational categories. 2. Students will select three science-related jobs and determine which tools are essential for each of these jobs.	1. Dictionary of Occupational Titles

ELEMENT REFERENCE Employability Skills

AREA Grade 5 - Science

Objective	Selected Activities	Resources
The student will identify the relationship of the small school environment to society at large and the need for structure and order in group work. Teacher Notes and/or Suggestions:	1. The students will be divided into small science groups and each group assigned a project. After the task assigned has been completed, the student will assess his ability to work with others by writing two ways he/she helped and two ways he/she hindered the group. The students will compare their abilities with their classmates. 2. Each student will write a paragraph on "The Importance of Good Attitudes and Skills in Group Work." 3. The students will prepare either oral or written reports identifying the types of behavior and skills which are appropriate to responsible adults in science careers. Example: weathermen, engineers, doctors, etc.	

ELEMENT REFERENCE Economic Awareness

AREA Grade 5 - Social Studies

Objective	Selected Activities	Resources
The student will become aware of the law of supply and demand by listing and discussing factors which contribute to it. Teacher Notes and/or Suggestions:	1. The students will collect or write stories which show how supply and demand change when a disaster separates a community from the rest of a geographic area. 2. Students will discuss the affect on prices of a citrus crop when the crop is damaged by frost and the effect of prices on a crop which has had adequate climatic conditions.	1. Materials from library, etc. 2. Local newspapers for grocery ads and news stories about weather and food crops

ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Grade 5 - Social Studies

Objective	Selected Activities	Resources
The students will participate in and understand the process of mass production by listing and discussing the advantages of mass production. Teacher Notes and/or Suggestions:	1. Students will contrast methods of making bread in India or Mexico with methods used in the United States. 2. Students will compare farming methods in the United States with those employed in highly populated countries where people use simple tools. 3. Students will list the advantages of mass production.	1. Social Studies Textbooks 2. Encyclopedias

ELEMENT REFERENCE Self-Awareness

AREA Grade 6 - English

Objective	Selected Activities	Resources
Each student will make a self-assessment by surveying his individual strengths and weaknesses and relating them to job clusters. Teacher Notes and/or Suggestions:	1. Students will list school subjects in which they are most competent. He/she will prepare a list of subjects he/she would like to study in junior and senior high school, realizing the importance of preparing a plan or schedule for future education. 2. Each student will write a paragraph about "How I Am Different from My Best Friend." 3. Each student will list all career clusters. 4. The class will discuss the strengths necessary for each career cluster. 5. Each student will select a career cluster which correlates with his/her own strengths and weaknesses. 6. Each student will participate in a conference with his/her teacher concerning the career cluster he/she has chosen.	1. Junior or Senior High School schedule 2. Chart of USOE Career Clusters

ELEMENT REFERENCE Educational Awareness
AREA Grade 6 - English

Objective	Selected Activities	Resources
Each student will understand the relationships between people and their effect on the accomplishment of tasks, by examining the careers of the families within the class and by developing a chart illustrating the inter-relationship of careers. Teacher Notes and/or Suggestions:	1. Students will discuss careers of all families in the class. Research will be assigned on those careers that are least familiar. Students will become fully informed about parents' careers. 2. Students will determine the inter-relatedness of the parents' careers. 3. Resource persons from community will discuss with the class how they have advanced up the "career ladder." 4. Students will study trade unions or corporate structure to gain an understanding of the "ladder" effect in careers. 5. A military or industrial recruiter will visit the class and distribute career field chart showing the many clusters of occupations offered in a large organization. 6. Students will study an administrative chart of the operation of a business and relate this to the needs and functions of society.	1. Community resource people 2. Career chart from military recruiters' office 3. Teacher-made administrative chart of business organizations, or charts obtained from local or state chambers of commerce

ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 6 - Math

Objective	Selected Activities	Resources
Each student will be exposed to a semi-skilled occupation related to the banking field and will be able to recognize the potential growth and development of that job. Teacher Notes and/or Suggestions:	1. Students will research all banking occupations. 2. Students will listen to a bank personnel director discuss various positions in a bank. 3. Students will be assigned a semi-skilled job in the bank (simulation in classroom) 4. Students will visit the local bank, with an explanation of responsibilities associated with each job being given. 5. Students will list the entrance requirements and job characteristics for their assigned position. 6. Each student will list steps involved in promotion in regards to the selected occupation. 7. Students will prepare charts showing the hierarchy of the banking positions and their inter-relationships.	1. Bank personnel or director 2. Free literature distributed by any local bank 3. Dictionary of Occupational Titles 4. Occupational Outlook Handbook 5. Handbook of Job Facts (book) Science Research Associates

ELEMENT REFERENCE Career-Awareness

AREA Grade 6 - Math

Objective	Selected Activities	Resources
The student will develop an understanding of the different types of educational preparation required for various occupational clusters. Teacher Notes and/ or Suggestions:	1. The student will answer open-end statements which seek to gather feelings and thoughts from the affective domain such as: a. When I talk to my parents about our World of Work activities, they _____ _____. b. When I talked to my friends about our World of Work activities, they _____ _____. c. In my opinion, the difference between work and play is _____. d. Things that make me feel important are _____. e. Things that are important to my teacher are _____. 2. Students will construct a bulletin board classification chart showing the amount of training needed by workers in such areas as mathematics. For example: No Math: 1. 2. 3. Some Math: 1. 2. 3. A Lot of Math: 1. 2. 3. 3. Students will study the want ad section of a newspaper to see the different types of educational preparation that are required for various math related careers.	1. Newspapers 2. Poster paper 3. Dictionary of Occupational Titles 4. Encyclopedias

ELEMENT REFERENCE Career-Awareness
AREA Grade 6 - Math

Objective	Selected Activities	Resources
	4. Students will make a poll of occupations and people in their community and relate to actual educational preparation.	

ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Grade 6 - Science

Objective	Selected Activities	Resources
Students will observe and record the changes in the nature of work which have been caused by advancements in technology. Teacher Notes and/ or Suggestions:	1. Students will visit a museum to see tools which were used by early man in his work, or will research early tools in the encyclopedias. 2. Students will read about the work of Indians and early settlers to show how man used natural resources to meet needs. 3. Students will report on changes in man's use of natural resources to indicate progress in this area. 4. Students will read and discuss ways in which inventions, research, and discoveries have changed the nature of work on farms in the United States. 5. Students will collect pictures to show stages in the development of a particular machine and they will discuss resulting increase in the efficiency of work. 6. Students will make tools that might have been used by early man to contrast with modern tools of today.	1. Museum 2. Books: Floherty: Men Against Distance Lippincott, 1954 Grant: American Indians Yesterday and Today, Dutton 1960 Floherty: Television Story, Lippincott, 1957 3. Filmstrip: Human Resources, EMC, 1960 4. Books: Sobol: First Book of Mideval World, Watts, 1959 5. Magazines 6. Consumer's Guides 7. Encyclopedias

ELEMENT REFERENCE Decision-Making
AREA Grade 6 - Social Studies

Objective	Selected Activities	Resources
1. Each student will apply the decision making process to social related problems by planning a class party for parents and friends. 2. Each student will apply the decision making process to home related problems by creating role-play situations between parents and students. Teacher Notes and/or Suggestions:	1. Students will plan and organize a party for their parents and friends. 2. Each student will decide upon a responsibility to perform in helping with the party and will volunteer to carry out his duty; for example, writing invitations, planning activities, helping with the food, etc. 3. Students will participate in role-play situations between parents and students in which the parent is urging the student to go into a certain career because of economics or prestige, or family tradition and the student will resist because of strong interest in another direction or because of a different view.	1. Materials necessary for a well-planned party

ELEMENT REFERENCE Economic Awareness
AREA Grade 6 - Social Studies

Objective	Selected Activities	Resources
Students will analyze specialized careers by observing, researching and listing the specific duties of specialized jobs. Teacher Notes and/or Suggestions:	1. Each student will be assigned a specialized career to research and write a summary of the research on a 3" x 5" index card. He/she will list the skills needed for the assigned career and discuss his/her findings with the class stressing their understanding of the need to specialize in a certain area of study. 2. Students will visit a banking institution. They will be given specialized information relating to services offered, such as: a. Credit card purchase b. Loans c. Checking accounts d. Savings accounts e. Travel agency f. Trust departments (If field trip is not possible research can be done in library.) 3. Students will interview a banker, school teacher, electrician plumber, beautician, barber, policeman, bus driver, and/or doctor. They will discuss the rewards or incomes of each career, and the ways in which the style of living differs for each career. 4. Students will list school subjects in which they are most competent and would like to study in junior high school reinforcing the importance of preparing a plan or schedule, and the need to begin to specialize for a future career choice. 5. Students will make charts or write reports showing how specialized work in different regions of the world provides goods for American markets.	1. Film: "Economics-It's Elementary," Cahill. 1966 2. Selected professional people to interview 3. Library materials

ELEMENT REFERENCE Career Awareness

AREA Grade 7 - English

Objective	Selected Activities	Resources
The student will understand the variety of occupations found in the world of work as related to English. Teacher Notes and/or Suggestions:	1. The students will identify and classify jobs that are related to English. 2. The students will list jobs that are related to English in the local community. 3. The students will classify jobs which are available in the community. 4. The students will check labor want ads in the newspaper for available jobs. 5. The students will each interview three people in different types of jobs related to English to determine the requirements for each. They will report their findings to the class. 6. The students will do research to discriminate between the important and the unimportant things that contribute to the success of any career. They will include the relationships between attitudes, values, and career success. 7. Each student will write a paper on the importance of attitudes and values when choosing and preparing for a career.	1. Newspaper 2. Dictionary of Occupational Titles 3. Handbook of Job Facts (book) Science Research Associates 4. Library materials

ELEMENT REFERENCE Employability Skills
AREA Grade 7 - English

Objective	Selected Activities	Resources
Each student will understand the social and personal relationship and their effect on employment by researching and discussing how social and personal relationships affect employment. Teacher Notes and/or Suggestions:	1. Students will conduct a survey among parents on attitudes toward good work. Results will be utilized in class discussion. 2. Students will discuss working in isolation as compared to assembly line production. 3. Students will each interview one worker and find how social and personal relationships affect his job. 4. Students will discuss social and personal relationships that affect employment.	1. Outside resource persons 2. Library research materials

ELEMENT REFERENCE Appreciations and Attitudes

AREA Grade 7 - Foreign Language

Objective	Selected Activities	Resources
Each student will appreciate all forms of human endeavor and work by demonstrating through role-playing that a foreign language is an important means of communication. Teacher Notes and/or Suggestions:	Students will role-play the following. 1. A non-native asking directions from a policeman who cannot speak foreign language, 2. A foreigner unable to determine which bus stop to make, 3. A non-native trying to determine the price of an item with a foreign sales clerk, 4. A non-native who cannot read a foreign menu in a restaurant, and 5. A non-native, with a foreign grocery list, in a grocery store.	

ELEMENT REFERENCE Self-Awareness

AREA Grade 7 - Foreign Language

Objective	Selected Activities	Resources
Each student will choose a career cluster as related to interests and abilities by role-playing a career which involves the use of a foreign language. Teacher Notes and/or Suggestions:	1. Each student will research a particular career of interest. 2. Student may (in the chosen language) ... Give a career report ... Present a dialogue pertaining to the career or ... Show A-V aids and dress for the role of the selected occupation.	1. "Foreign Language" Textbook 2. Handbook of Job Facts, (Book) Science Research Associates. 3. "Foreign Languages and Careers" a transparency presentation. (taken from textbook)

ELEMENT REFERENCE Educational Awareness
AREA Grade 7 - Foreign Language

Objective	Selected Activities	Resources
Each student will identify and understand values as they relate to life-styles by examining, assessing and comparing social values between our country and a foreign country.	1. Students will list holidays celebrated in America and discuss the reason for their celebration. 2. Students will discuss the holidays of a foreign country. 3. Extend this activity to include: ... customs ... folksongs, etc.	1. Foreign language magazines 2. Foreign language textbook
Teacher Notes and/or Suggestions:		

ELEMENT REFERENCE Educational Awareness

AREA Grade 7 - Math

Objective	Selected Activities	Resources
Each student will identify and understand values as they relate to life-style by interviewing resource people and, after noting the different life-styles prepare an imaginary budget for a selected career. Teacher Notes and/or Suggestions: _____	1. Each student will interview a resource person in an assigned career (banker, school teacher, electrician, plumber, beautician, barber, policeman, bus driver, doctor, etc.) 2. Students will participate in a discussion on the rewards, incomes received from each career and ways in which the style of living differs because of the financial situation. 3. Each student will prepare an imaginary budget for one year for the career he has been assigned. 4. Class members will evaluate the proposed budgets to see if they are realistic.	Resource person secured by teacher or school counselor

ELEMENT REFERENCE Economic Awareness
AREA Grade 7 - Math

Objective	Selected Activities	Resources
Students will develop an understanding of the management of finances as exhibited by their ability to compute mathematical problems dealing with earnings, spending, borrowing, and savings. Teacher Notes and/or Suggestions:	1. Students will solve problems about cost, selling price, and profit and loss to learn why businesses grow or fail. 2. Students will solve problems in computing the percent of increase and decrease to discover the extent to which prices vary over a period of time. 3. Students will discuss the reasons that the amount of money received varies for different kinds of work performed. 4. Students will discuss films which show how a family financial plan is a part of money management. 5. Students will prepare circle graphs to illustrate receipt and expenditure of funds of state and/or local budgets. 6. Students will participate in a panel discussion showing why savings should be a part of everyone's budget. 7. Students will make a survey to determine how a local bank was first organized: directors, officers, operating capital, and interest rate paid on saving. 8. Students will discuss films to gain an understanding of interest paid to banks for use of money. 9. Given arithmetic data, the student will express the information in both a written report and a bar graph and will be able to explain to his teacher's satisfaction the easier method to prepare and interpret financial operations.	1. Books: Baker: Nickels and Dimes: The Story of F.W. Woolworth, Harcourt, 1954 Lee: Money-Making Ideas for Free Time, Gossett, 1963 O'Toole: The New World of Banking, Dodd, 1965 2. Filmstrips: Money Goes to Work EBF, 1951 New Ways to Use Money, EBF, 1951 3. Films: Personal Financial Planning, SEF, 1961 Wise Buying, Coronet, 1951 Money in The Bank and Out; Churchill, 1965

ELEMENT REFERENCE Decision-Making
AREA Grade 7 - Science

Objective	Selected Activities	Resources
Each student will weigh long- and short-range effects of different alternatives to specific problems by making decisions concerning their health status. Teacher Notes and/or Suggestions:	1. Students will participate in a discussion on good health and good habits. 2. The teacher and students will plan programs with regard to health status; children who are over or under weight can be helped to make decisions concerning changes in diet, exercise, etc., and then to implement their plans in order to achieve their personal goal of reaching an appropriate weight for their sex, age, height. 3. Each student will enumerate decisions which he is permitted to make concerning his health-related practices. 4. A chart will be kept on each student showing his progress in regards to the selection alternatives which were decided upon.	Teacher made charts

ELEMENT REFERENCE Educational Awareness
AREA Grade 7 - Science

Objective	Selected Activities	Resources
1. Each student will be able to verbally identify his present life-style in order to forecast how his present life-style will need to change so as to fit into his selected life-style. 2. Students will be able to visualize an awareness that career choices are often made as the result of consideration of life-style which one wishes to lead. Teacher Notes and/or Suggestions:	1. Students will discuss roles they play in the home. 2. Students will discuss roles they play in school. 3. Students will discuss roles they play in the community. 4. Once the home, school, and community roles have been discussed, skits will be role-played presenting ideas that were brought out in the class discussions. 5. Students will be given a list of occupations involved in the world of construction. 6. Each student will select one job in the construction cluster which he would like to pursue. 7. Each student will list the influences on his life that affected the construction job he chose. 8. Through library research, students will gain knowledge of their chosen occupation with regard to the following: a. training requirements b. roles and tasks c. life styles 9. Using Occupational Outlook Handbook, students will find pay scales for selected construction careers they will compare union and non-union wages. 10. Students will be visited by construction workers discussing their jobs. (videotape the visits whenever possible.) 11. Students will visit a construction site. While at the site, the student will discuss all the occupations of persons who are performing jobs at the site.	1. Book: I Want To Be An Architect; Baker 2. Book: I Want To Be A Carpenter; Green 3. Occupational Outlook Handbook

ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 7 - Social Studies

Objective	Selected Activities	Resources
Each student will understand the human endeavors involved in a political campaign by conducting and organizing a mock election. Teacher Notes and/or Suggestions:	1. The students will listen to an elected official discuss the development of his career. 2. The students will discuss the procedures involved in a political campaign. 3. Class members will discuss desirable qualities of potential candidates. 4. Class members will identify people in the community, state, and nation who are recognized as successful political leaders. They will list characteristics which make them successful, such as: how well they speak, write, and read; what mathematical skills they need; and what their major interests are. 5. Class members will be divided into four groups (eight people). Each group will select one political figure who qualifies for president. (Could be adapted to state and local positions.) Group members will organize themselves into the jobs needed to conduct a campaign. (Campaign manager, public relations, telephone survey, etc.) Each group will conduct a separate campaign to promote the interests of its candidate.	1. Local elected, public official 2. Republican and Democratic platforms information (Obtainable from any former candidate)

ELEMENT REFERENCE Appreciations and Attitudes

AREA Grade 7 - Social Studies

Objective	Selected Activities	Resources
	Class will describe voting procedures. Class will hold an election. Students will write a short essay on their feelings concerning the campaign, election, and results.	

ELEMENT REFERENCE Self Awareness

AREA Grade 7 - Social Studies

Objective	Selected Activities	Resources
Each student will assess his interests and abilities and select a career cluster which correlates to his findings. Teacher Notes and/or Suggestions:	1. Students will discuss "What Do I Like To Do?" 2. Each student will select a career cluster which correlates to his inte ests and abilities. 3. Each student will make a "Career Book" in which he will undertake a very thorough study of at least one occupation in which he is interested. This may be subject oriented. The study should include some history of the occupation; prominent persons, local, national or international, who have been connected with it; qualities needed for success in it; facts about methods of work in the occupation; opportunities for income and achievement, and any other information the student wishes to add.	1. "What I Like To Do - SRA Self-Development Program Focus 3, Involvement

ELEMENT REFERENCE Self Awareness
AREA Grade 8 - English

Objective	Selected Activities	Resources
Students will develop a self perception of abilities and interests as related to a chosen career and its requirements. Teacher Notes and/or Suggestons:	1. Each student will select a career which appeals to him/her for the future. 2. Each student will write a short essay on "Why I Want To Be A _____?" 3. Each student will research his/her chosen career and requirements for the job such as educational, physical, and mental requirements. 4. Each student will be given the Kuder Interest Inventory Test by the school counselor (or other interest test). 5. Results of the test will be interpreted by counselor to the students individually. 6. A close look should be taken to see if the career the student selected is a realistic choice. It is hoped that each student will self-evaluate himself to become more aware of himself/herself in terms of strengths, weaknesses, abilities, likes, and dislikes. 7. Students will make a collection of different kinds of advertisements, both of persons looking for positions and of employers looking for employees. They will discuss positions and misleading points of the ads. They will write letters as might be sent in reply to the advertisement collected for those jobs which match one's abilities and interests. 8. Class will be divided into partners. Each group will draw up a list of personnel qualities and skills that are likely to be considered in connection with the two chosen occupations. Each person will rate himself/herself and his/her partner on the basis of "high," "average," or "low."	1. Newspapers 2. Kuder Interest Inventory Test (or other suitable student interest tests)

ELEMENT REFERENCE Decision-Making

AREA Grade 8 - English

Objective	Selected Activities	Resources
Each student will apply the decision making process to the study of careers by researching careers and selecting alternatives most consistent with goals and taking steps to implement a course of action. Teacher Notes and/or Suggestions:	1. The class will be divided into groups. Each group will be assigned to research another section of the country to determine career possibilities in that region. Students will write letters to Chambers of Commerce to gather information about career opportunities. Students will visit the library to obtain information pertaining to the particular region and the industries characteristic to that area. Students will compile or organize findings. Groups will report to the class and suggest how findings may be used in decision making for their own career. 2. Each class member will decide upon a region which most interests him/her and will write a paper on the decisions which brought about the selection of that region. 3. The class will be visited by a person who changed jobs or careers after age 30. That person will explain how the first career was chosen and why a second one was selected.	1. Resource persons selected by teacher and/or counselor or career coordinator 2. Library materials

ELEMENT REFERENCE Skill Awareness, Beginning Competency

AREA Grade 8 - Math

Objective	Selected Activities	Resources
Students will use basic tools found in math career clusters by demonstrating the use of two of these tools. Teacher Notes and/or Suggestions:	1. Each student will demonstrate two mathematical tools to the class. 2. After these tools have been demonstrated to the class, the students will list these tools and explain the ways they may be used in solving mathematical problems.	1. Protractor, metric ruler, micrometer, slide rule, tape measure, barometer, yard stick, carpenter's ruler, compass, speedometer or other mathematical tool

ELEMENT REFERENCE Appreciations and Attitudes

AREA Grade 8 - Science

Objective	Selected Activities	Resources
Each student will understand the impact of work in one's life and the resulting need to make a meaningful career choice through the study of health occupations. Teacher Notes and/or Suggestions:	1. Students will be given a list of health oriented careers. 2. The class will be visited by workers in the health field. The jobs represented should include all levels of occupations ranging from a technician to a specialized doctor. Interviews should be taped whenever possible. 3. A hospital administrator will visit the classroom to discuss his/her role and responsibilities. 4. Students will visit a local hospital if possible. 5. Class members will each select one occupation in the health cluster which may interest them. 6. The classroom will be converted into a hospital scene. 7. Students will role-play a typical hospital day, placing special emphasis on the responsibilities required for each job, and for a patient in the hospital. 8. Once the scene is enacted, each student will write an imaginary conversation between himself and wife/husband. Included in the dialogue should be the day's events and the feelings associated with these happenings. (So often the day's events will determine one's mood that night. It's important for students to realize this fact.)	1. Films & cassettes: Choosing Your Career, Guidance Associates Job Attitudes: Liking Your Job and Your Life, Guidance Associates 2. Books: Let's Go to a Hospital, Diana Hammond Doctor's Tools Marguerite Rush Lerner, M.D. Find a Career in Medicine, Robert S. Starrett Your Career in Medicine, Alan R. Belich, Messner, 1964 Your Hospital A Modern Miracle, Margaret Cosgrove, Dodd, Mead, 1962

ELEMENT REFERENCE Appreciations and Attitudes
AREA Grade 8 - Science

Objective	Selected Activities	Resources
		Careers in the Biological Sciences, William W. Fox, Walck Medicine in Action: Today and Tomorrow, Margaret O. Hyde, McGraw

ELEMENT REFERENCE Career Awareness
AREA Grade 8 - Science

Objective	Selected Activities	Resources
Each student will understand the relationships between interests and abilities and a career choice in the field of air transportation. Teacher Notes and/or Suggestions:	1. Each student will acquire results of the Kuder Interest Inventory Test given by the counselor or other interest test. 2. The students will list numerous jobs available in the field of air transportation. 3. After having completed research, each student will participate in a panel discussion on the requirements, salaries, and job descriptions of various occupations. 4. Class will be visited by air terminal manager, reservation clerk, travel agent, manager of air traffic control, meteorologist, air freight clerk, pilot, stewardess, aerial photographer, etc. if possible. 5. Student will visit the local airport if possible. 6. Students will construct a "Guess Who" game on air transportation workers. Clues should range from difficult to easy. 7. Class members will construct a model airport and its crew. 8. Class will be divided into groups to dramatize an airplane flight completely from airport departure to point of destination. This will require research as to points of interest where the plane will pass over. 9. Students will make crossword puzzles on the duties of airport workers. 10. Any student who has had a personal experience dealing with airports will be asked to share it with the class.	1. Film: "Airplane Trip by Jet", Richards Educational Center 2. Book: What Does A Jet Pilot Do? Robert Wells 3. Airport workers who will schedule classroom visits 4. Library materials

ELEMENT REFERENCE Career Awareness
AREA Grade 8 - Science

Objective	Selected Activities	Resources
	11. Each student will select an air transportation worker of his choice according to his interests and abilities. 12. Each student will role-play an air transportation worker of his choice. This choice should be in accordance with interests and abilities.	

ELEMENT REFERENCE Economic Awareness
AREA Grade 8 - Science

Objective	Selected Activities	Resources
Each student will understand the economic potential of entering a field in vocational education as related to future expected income. Teacher Notes and/ or Suggestions:	1. Students will be given a list of occupations related to technical and industrial occupations. 2. Students will take a field trip to a post-secondary technical institute if possible. 3. Students will conduct interviews with such people as brick masons, electricians, welders, plumbers, etc. 4. Each student will give an oral report on one occupation. Comments should be geared to cost of pursuing a second occupation, educational requirements, apprenticeship programs, and salaries. 5. Students will be visited by a union worker and non-union worker to explain the difference, advantages and disadvantages of each. 6. Students will discuss costs of establishing a business. 7. Students will participate in Machinist's Career Simulation Game (junior and senior high school) which enables the students to make effective decisions concerning a possible vocation in machining. 8. Twenty-five or thirty years from now each member of the class is interviewed by a writer who is preparing a series for a magazine under the title "How I Got Where I Am." Each member of the class will write an article which he imagines would fit his own situation.	1. Films & Cassettes: An overview of Technical Education, Guidance Associates Job Attitudes: A Job That Goes Someplace; Guidance Associates 2. Multi Media Kit Vocational Decisions 3. Books: On-the-Job Training and Where To Get It, Robert A. Liston Earning Money, Frederic Rossomando, Watts, 1967 4. Games: Machinist's Career Simulation Game, Abt Associates, Inc.

ELEMENT REFERENCE Economic Awareness
AREA Grade 8 - Science

Objective	Selected Activities	Resources
		5. List of occupations related to technical and industrial occupations 6. Community resource person

ELEMENT REFERENCE Employability Skills

AREA Grade 8 - Social Studies

Objective	Selected Activities	Resources
Students will be able to list and apply communication skills needed to acquire jobs. Teacher Notes and/or Suggestions:	1. Students will view films or filmstrips on how to acquire a job and they will list these ways noted in the media on the bulletin board. 2. Students will be exposed to different resume forms, and they will practice writing one. 3. Students will role-play how jobs are acquired.	1. Various media ways to acquire jobs 2. A variety of resume forms